



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

to try oneself are necessary. "Now to stimulate him properly is to touch the nerve centers that seem to be awakening into activity, and to give opportunity is to furnish the specific means of practice called for at the time."

Finally, service training is considered in preparation for citizenship, for social service, home life, marriage and parenthood, and for religious life.

The book is suggestive and valuable for parents who are feeling their way and who, with the best intentions, are often wholly ignorant of the ways and means of helping their boys attain a high type of manhood. The excellent bibliographies, one at the end of each chapter, offer opportunity for further study and a wider outlook upon the subjects treated in the book.

EDGAR JAMES SWIFT

Correlations of Mental Abilities. By BENJAMIN R. SIMPSON. New York: Teachers College, Columbia University, 1912. Pp. v+122. \$1.00.

What sort of mental abilities are most nearly related to "general intelligence"? What most differentiates a group of seventeen efficient graduate students and teachers from a group of twenty unemployed men hanging around the Salvation Army and a Bowery Mission in New York? These are questions which Simpson attacks in his Doctor's thesis. Using fifteen tests individually with each man in these extreme groups, he becomes confident that tests could be so selected that an hour's examination would give a very significant indication of the general ability of an individual. Not only does he believe that it is practicable to talk about "general intelligence," but he also believes it is possible to pick out certain relatively specialized capacities, such as sensory discrimination, motor control, quickness and accuracy of perception, which do not imply the presence of other capacities except to a very limited extent.

In determining which tests are most important for measuring "general intelligence" he groups those tests together which by the closeness of their correlations with one another and by their apparent similarity seem to reach special processes. Subject to the limitations of the experiment he finds that "general intelligence" implies the different abilities tested in the order given below. The figures are averages of the correlations of the tests in each group with the other tests: selective thinking, 0.59; memory, 0.50; association, exclusive of learning pairs, 0.48; quickness and accuracy of perception, 0.45; motor control, 0.26; sensory discrimination of lengths, 0.19.

The significance of the tests is also brought out clearly by tables which indicate the degree to which the "poor" group overlaps the "good" group in each test. Selective thinking again shows up as the important trait which accompanies efficiency. Not one of the "poor" group reaches the lowest of the "good" group in a combined score of five of the most distinguishing tests. Simpson argues for the view that "by far the most influential factor in making for efficiency in these tests is the native capacity of the individual in question, and not simply his training and environment." More years of schooling goes

with higher rank in the combined result of the eight best tests with a correlation of only 0.38. Moreover, the striking differences between the two groups are found in the same traits in which the feeble-minded are shown to differ most from normal individuals.

An important part of the monograph is the summary and criticism of the work which has been done by other investigators, on the correlation of tested mental abilities. Simpson deprecates the emphasis which Binet placed upon the differences in the subjects' ability to adapt themselves to tests. He regards this as a much less fundamental indication of lack of general intelligence than the differences brought out by the tests in the higher mental processes themselves. He finds no justification from his results of Spearman's supposition of a hierarchy of mental functions, depending upon how closely each of these is related to a common central factor.

Taken all together the novelty of its plan and the clearness of its main conclusions make Simpson's monograph one of the most interesting that has appeared in the study of the relationship of mental processes.

J. B. MINER

UNIVERSITY OF MINNESOTA

Social Principles of Education. By GEORGE HERBERT BETTS. New York: Scribner.

In the preface the author posits the statement that education is an ever-changing ideal and has, through the evolution of society, come to be a social function having its highest values in terms of "social efficiency."

The reader is plunged at once into a splendidly arranged and most interesting discussion. Society and the individual, the two fundamental elements of social education, bear a complex, interdependent relationship one to the other, the result being that each is constantly modified. Society furnishes the medium, stimulation, and the criterion of activity, while the self-initiative of the individual makes social progress possible.

The second division of Part I considers the origin and the function of the educational aim, which can be found only in experience, since this aim is chiefly a statement of social progress already made.

Part II takes up the discussion of the social process, since it is here that the educational aim has its alpha and its omega. The nature of the social process may be shown either from the standpoint of the individual or from that of society. All the activities of men are included in the social process, and most of them are organized in the form of institutions, which leads the author to consider next some of the more important of these, such as the family, the church, the state, and the school.

Part III deals with the powers and the capacities of the individual, the mode of his development, the curriculum, which furnishes the leading stimuli for this development, and lastly with the social organization of the school.